DOCUMENT RESUME

ED 055 562 HE 002 608

TITLE	Albany Law School of Union University; Self-Evaluation Report for the Middle States Association of Colleges and Secondary Schools.
INSTITUTION	Union Univ., Albany, N.Y. Albany Law School.
PUB DATE	1 Jan 57
NOTE	48p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum; *Evaluation; Faculty; Governance; Higher Education; *Law Schools; Objectives; *Self Evaluation; Students

ABSTRACT

This report on the Albany Law School is organized on a question-answer basis. Part A discusses: (1) the purposes and objectives of the institution; (2) the administrative and faculty organization, faculty and administrator responsibilities, and different institutional policies; and (3) library resources, facilities, and financial situation. Part B deals with: (1) the student body; (2) the curriculum; (3) grading; (4) admissions; (5) faculty background, teaching loads, and evaluation; and (6) outcomes in terms of achieving the objectives the institution has set for itself. The by-laws of Albany Law School, operating statement, and balance sheet as of August 31, 1956, and the 1956-57 budget are included in the appendices. (AF)

ED 055562

3.229
N-AI
HE

Law

ALBANY LAW SCHOOL

of

Union University

Leg-Scale & Occ. Educ. filed under (Legal Educ.)

Self-Evaluation Report
for the Middle States Association
of Colleges and SecondarySchools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HE 002 608

Schenectady, New York

January 1, 1957

Parts A and B

of

Data presented for consideration of the
Commission on Institutions of Higher Education
Middle States Association
of
Colleges and Secondary Schools

by

Albany Law School

of

Union University

The data submitted herewith are
certified correct to the best of
my knowledge and belief

January 1, 1957

Andrew V. Clements
Dean

FOREWORD

The preparation of the answers to this questionnaire and the assembling and arrangement of the required data, have been an enlightening and an educational experience for those whose lives are the fabric of this School. And for those of the School's family not so close to the internal operations and the daily problems, the reading of the original draft, the offering of suggestions, the raising of questions, and the general discussions have identified them with that fabric.

Those whose interests are chiefly in one professional field may, without conscious change of attitude, become somewhat insulated, or even provincial, with a tendency to over-emphasize their profession at the expense of other disciplines. Their view of the educational process may in truth be a birdseye view.

The answers herein are deliberately brief, in the pattern and style of a legal brief, but it is hoped that clarity and full disclosure have not been sacrificed to brevity. If that be so, verbal enlargement will be made. And such enlargement may be required if our judgment has been in error in eliminating those questions not deemed applicable to a single-purpose institution.

An explanation coloring the entire questionnaire might here be given. The answers give an appearance of formality to some of our operations. The answers are literally correct, and the procedures described are in effect and utilized, when necessary. But most of our day-to-day problems are presented, discussed, and determined informally, frequently at the luncheon table. It may appear, therefore, that we do not have a sufficient number of faculty meetings. Actually we have many of the manner described. This informality of procedure is also characteristic of faculty committees.

This is a small School, without pretension or desire to be or become a national school. Its faculty, student body, and alumni are a rather closely integrated group, a cohesiveness almost unbroken during the long history of the School. It is believed that we have a distinctive place in legal education, that we may till fields not available to or practicable for a larger school, and so serve our function. There is pride in our long history as one of the oldest of the law schools, but it is pride which, we trust, does not obscure our vision of the future.

Andrew V. Clements

TABLE OF CONTENTS

Foreword	i
Part A	1
Part B	23
Appendices	
A. By-laws	36
B. Operating Statement	39
C. Budget	42

PART A

PURPOSES AND OBJECTIVES

1. What are the general purposes to which the institution is committed by reason of its charter, legal requirements, or other basic obligations?

The Albany Law School exists for the purpose of furnishing its students with a sound legal education. It is one of the oldest law schools in the United States, having been formed on April 17, 1851 by act of the legislature of the State of New York granting a charter to the University of Albany. The law department was the only part of the University created under that charter. In 1873 it became part of Union University, but retained its own identity and governing board. On March 25, 1926, it obtained a so-called standard form of charter from the Regents of the University of the State of New York (Charter No. 3532) for the purpose of determining the composition of its Board of Trustees and successor Trustees.

The School is obliged to conform to the pertinent parts of the Education Law of New York, and the rules and regulations of the Board of Regents; it must comply specifically with the Rules for Admission to the Bar of the Court of Appeals. It is this Court which establishes the minimum rules governing legal study to be credited in New York, and which appoints and determines the policy of the New York State Board of Law Examiners.

The School is also subject to the standards of the American Bar Association, through its Section on Legal Education and Admission to the Bar; and the standards and requirements of the Association of American Law Schools. The School is approved by the American Bar Association, and is a member of the Association of American Law Schools.

2. What are the institution's specific objectives?

The School seeks to give its students a sound legal education and in so doing equip its graduates with the skills and training needed to practice law; to hold public office, judicial and otherwise; to become active members of their professional associations; and responsible members of their communities. The aim is to train its students for responsibility in a public profession, in all its phases.

3. How recently, and by whom, was this definition of objectives developed and adopted or reviewed?

The objectives stated in (2) have always been the objectives of this School. During its history emphasis has shifted from one

aspect to another, as it will continue to shift to meet the changing conditions of the lawyer in modern society.

There never has been a "review" so-called of the objectives. The administration, usually the Faculty, has changed its program in part, from time to time, as conditions seem to require.

In the examinations and the annual reports of the American Bar Association, the Association of American Law Schools, and in the Survey of the Legal Profession made by the American Bar Association in 1953, the general objectives of the School were set out.

4. In what respects have the objectives been influenced by external agencies?

To the extent that the standards and requirements of the Association of American Law Schools, and the standards of the American Bar Association, require a change in the School's program, it is so influenced.

Another and more direct influence upon the School is the type of examination given by the New York State Board of Law Examiners. As ninety-five per cent, or more, of our graduates begin their practice in New York State, that examination has a pronounced effect upon the curriculum of this School, as it does upon the other nine law schools in the state.

5. Is the institution considering changes in its objectives?

There is no fundamental change contemplated. There will be changes in the methods and techniques of obtaining the objectives. And there will be shifts of emphasis depending upon what we conceive to be the responsibilities placed upon the lawyer by the government, by the business world, and by the public generally.

6. In what respects do its objectives give the institution individuality, differentiating it from others of its type?

The School is small, and it is thus differentiated from the few large law schools of the country. While its curriculum is not substantially different from that of most of the approved law schools, we do place emphasis upon practice and procedure, the argument of appeals, and the trial of causes, so that its graduates are perhaps better equipped to engage in litigation than the graduates of some law schools.

7. In what characteristics or areas of its work, if any, does the institution particularly seek distinction?

The School seeks distinction in the training it gives for the actual practice of law. It also seeks to create a record of usefulness to State governmental agencies. In considerable numbers, its graduates are found on the bench, as district attorneys, county attorneys, in the state legislature, and other public offices and positions in the various state departments and agencies.

Its faculty work with various state agencies on specific projects and programs. Limitations of manpower and resources preclude our sponsorship of large-scale research programs.

8. Could any of your instructional programs or non-instructional activities justifiably be questioned as unrelated to your objects?

No. All are related to our objectives.

Our non-instructional activities are limited: a reception for students at the opening of school; a dance or two under the auspices of the Student Bar Association; and this year, meetings of the wives of students.

9. What, briefly, is the institution's philosophy of education?

To graduate technically competent persons, who understand the traditions of their profession and are aware of their responsibilities to society.

10. What plans and changes in programs have been made or are being considered for the next decade? What is their status? Who have participated in the discussion?

Within the next decade professional schools will feel the increase in population. This School could have an enrollment of over 500 in 1970, an impossible number for our facilities. We have outlined a general plan which involves higher qualitative standards in the selection of entering students; the possibility of split sessions or classes in the first year and, if required, in the second year. Fortunately, our library, both as to seating capacity and materials, is adequate for a much larger student body. Faculty additions, both full-time and part-time, would be required.

About 1953 we began to adjust our curriculum to reduce the amount of required work in the third year and offer to seniors a larger program of elective work. This trend will continue into the future.

We also have in our general plans the strengthening of our Legal Writing program, which was placed directly under the charge of a full-time faculty member in 1955.

Curriculum changes are made from year to year, as required. The other changes in the general plan to meet the increasing number of applicants will materialize as conditions warrant.

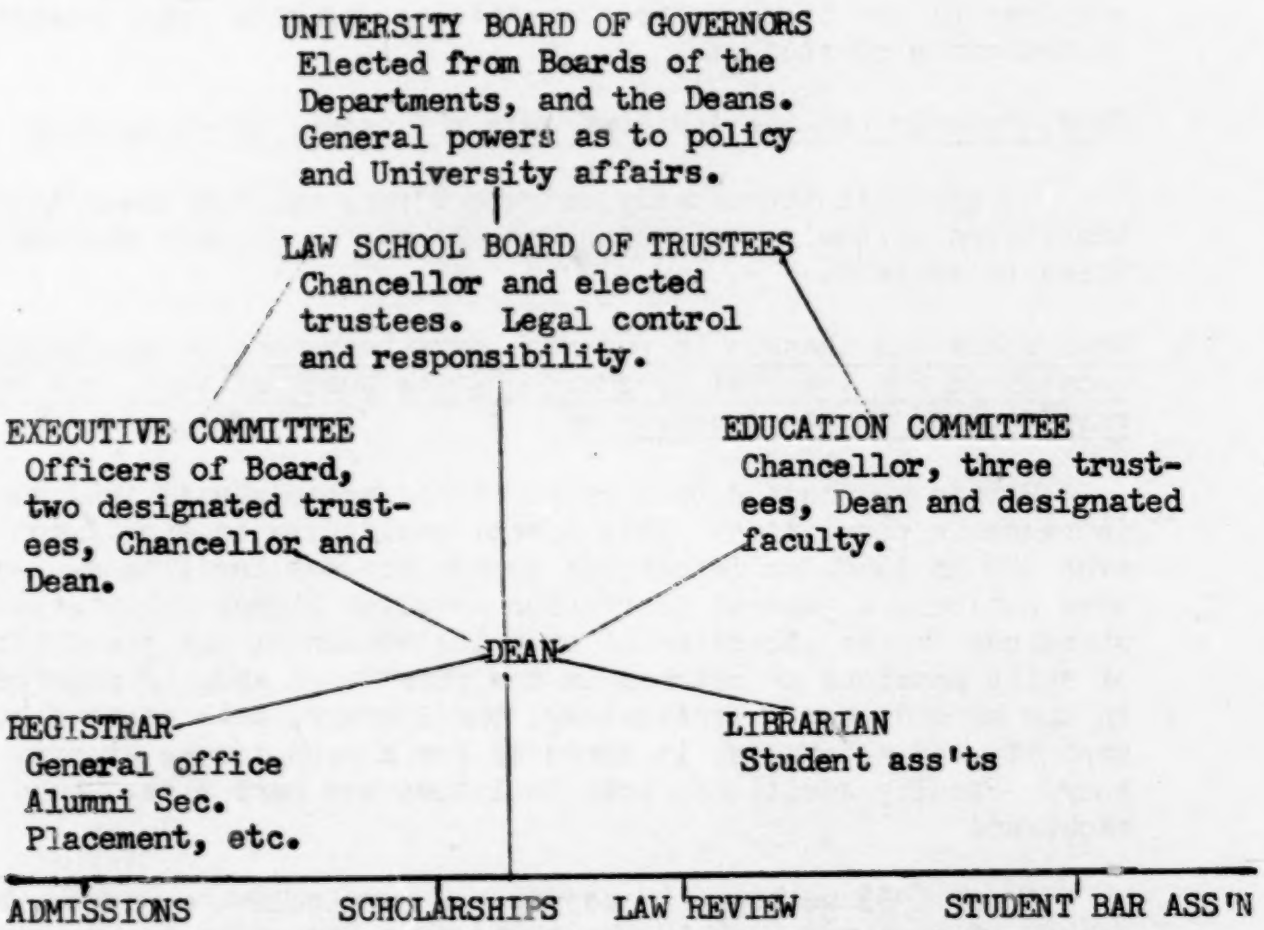
These plans originate with the faculty. They have been discussed with our Education Committee, with the Executive Committee of the Board of Trustees, and a general description of the plan, with a projection of admissions and attendance to 1970 has been placed in the hands of each Trustee.

ORGANIZATION

11. Background data:

a) A chart of the structure and relationships of the academic offices and units.

b) A chart of the administrative organization, beginning with the governing board.



The Chancellor is a voting member of the Board of Trustees and its committees.

The Dean attends all meetings of the Board but does not vote, nor does he vote on the Executive Committee, which meets subject to his call or the call of the President.

The Dean may designate one or more Faculty members to sit with the Education Committee. All present vote.

All Faculty committees report to the Faculty, which sits as a committee of the whole.

Deans of the various Departments meet with the Board of Governors, report to that Board, but do not vote.

c) A chart or description of the administrative organization and relationships of the services for students in such areas as recruitment, admissions, advisement and guidance, discipline, health, religious activities, student government, extra-curricular activities, and placement.

This School has no recruitment program. Its students come from a large number of colleges and universities. The School does not advertise. A considerable number of applicants are "legacies", related to our graduates.

Admissions are handled in the general offices, and when the file is complete and has been checked, it is given to the Dean or to a full-time faculty member designated by the Dean. Some interviews where academic qualifications are doubtful are required by the School, at a designated time. Applicants or prospective applicants who request an interview are always accommodated and meet the Dean or a full-time faculty member.

Our entering class is informed that the faculty offices are open to them at all times for advisement and guidance. A faculty member is assigned to the Student Bar Association. Advice as to non-academic matters is customarily obtained in the Registrar's office. Advice as to particular courses is obtained directly from the instructor or any of the faculty. The Law Review Board has the faculty member in charge of the Legal Writing program as its adviser.

Discipline problems are rare. For non-attendance the student is warned by the instructor or the Registrar's office. If it is persistent, the faculty will act upon it. We have had two dismissals in a number of years: one for non-attendance, by faculty action; one for falsification of the application for admission, by action of the Dean.

We have no health program. Medical services and advice are available at the Albany Hospital, across the street from the School. Students may, as a voluntary matter, obtain a policy of health and accident insurance in a company approved by the Student Bar Association.

The School takes no part or position in the religious activities of its students. The bulletin board is available for notices. Students who desire to meet in one religious group, as the Newman Club, are assigned a room for that purpose.

Student government is in the hands of the Student Bar Association, part of the American Law Student Association, affiliated with the American Bar Association. Each class has officers. The Executive Committee of the Student Bar is comprised of officers of the Student Bar Association and class officers. This Executive Committee is the governing board for the students. The Committee may consult with the faculty adviser, or with the Dean. But generally we permit the students to run their own affairs and determine their procedures and practices without interference from the School.

Extra-curricular activities in the School are limited. Those of a social nature are sponsored and run by the Student Bar Association. That Association also conducts a series of evening programs with a speaker or a panel of speakers. At times the School or the County Bar Association will have an evening program.. Our students are always invited to attend the evening programs of the County Bar Association.

Members of the senior class are advised of placement opportunities in law offices, government, or business and industry, as the information is obtained by the School. Representatives of federal and state agencies and the Armed Forces speak to the students, particularly to the third year class each year. For graduates, a general file is maintained in the office. Inquiry is made directly to the School by graduates. For particular positions requiring a "selected" person, the faculty is canvassed before recommendation is made.

d) Not applicable.

e) Statutes, constitutions, by-laws, faculty handbooks, and other written statements, which define the functions of trustees, faculty, and administrative staff.

By-Laws of the Board of Trustees: (See Appendix A).

Sec. 9. Dean of the Faculty. The Dean of the Faculty shall be the executive officer of the School. He shall have the immediate care of the education and government of the students. He shall recommend to the Board or the Executive Committee, for appointment, all lecturers and other employees, of the School..... As such executive officer of the School, he shall perform the other duties that usually pertain to that office.

Sec. 11. Executive Committee. The duties of the Executive Committee shall be:

(a) In the intervals between meetings of the Board and to the extent provided by the by-laws and authorized by law, to exercise the powers of the Board in the immediate management of the School, including the necessary preservation and repair to the School buildings and the investment and reinvestment of the funds and securities of the School, and the appointment and fixing of the salaries of such officers and employees as they shall deem necessary, who shall hold their respective positions during the pleasure of the Board.

Note: Full-time faculty members are on tenure.

By Sec. 16 of the By-Laws, Order of Business, the Dean is required to report to the Board at each regular and each annual meeting.

12. What does your governing board itself consider its over-all and its specific responsibilities to be?

Its over-all responsibilities concern themselves with the general welfare of the School and the fixing of policies, both educational and financial. Specifically, it deals with the investments of the School, scholarships and prizes, tuition rates and fees, faculty appointments and salaries, approval of curriculum and courses, and it makes suggestions and offers advice to the Dean. It also considers the work of the Alumni Association as such work bears upon the scholarship program or may affect the general policies of the School.

13. What was the trustees' attendance record at the last six regular meetings?

May, 1951 - 16 of 18; June, 1952 - 13 of 19; June, 1953 - 13 of 18; May, 1954 - 11 of 15; June, 1956 - 15 of 19.

14. To what subjects did the board and its committee give major consideration during the past two years?

Investments, tuition rate, scholarships, faculty appointments, curriculum, commencement speaker, honorary degree recipient, work of the Alumni Association.

15. What are the customary channels through which the business reaches the board?

Through the Executive Commitee of the Board and the Dean. The Executive Committee acts between meetings of the Board with the general powers of the Board.

16. How is the faculty organized?

Our faculty is not formally organized. It consists of eight full-time members, and fourteen part-time members. Five of the part-time members are special lecturers in short courses; three have seminars (15 hours each) in special fields.

Various functions and duties are assigned to the full-time members by the Dean. When occasion requires the full-time members meet as a faculty committee. When necessary the advice of part-time member or members is obtained.

17. What are the responsibilities of the faculty as an organized body?

To determine in the first instance the courses to be taught, and when, to consider teaching materials and subject matter, to report at faculty meetings upon their assignments received from the Dean, to pass upon those to be excluded for academic reasons, to pass upon re-admissions. The faculty is, for meeting purposes, subject to the call of the Dean.

18. What distinction do you make between legislative, advisory, and administrative functions in the work of the faculty, committees, and administrative officers?

Legislative functions concerned with internal rules of the School are formulated by the faculty. Legislative functions concerned with rules or policies to be enunciated by the Trustees may, and usually do initiate with the faculty, and go to the Trustees with the faculty recommendations and a statement of reasons.

The faculty may always act in an advisory capacity, upon any matter, either collectively or individually.

Administrative functions are those customarily performed by assignment from the Dean and may require a report to the faculty.

Administrative officers other than the Dean may offer suggestions and advice, may be called upon by the faculty for information and suggestions, but do not function in the legislative field.

19. How and to what extent does the faculty participate in the formulation of educational policies and programs?

Educational policies and programs originate with the faculty. For practical purposes they are determined by the faculty. The recommendations of the faculty are invariably accepted by the Trustees. If modifications or changes are made by the Trustees, they are minor and related details.

20. To what subjects did the faculty and its committees give major attention during the past two years?

Courses, course materials, teaching techniques, place of courses in the curriculum, new elective courses, subject matter of courses to avoid unnecessary over-lapping, scholarships and financial aid, prize awards, appointment of honor students, amount of work assigned in each course and total amount of assigned work in the semester, outside employment of students and effect upon school work, attendance, determination of academic failures and those to be placed upon probation or "warned", consideration of applications for re-admission, the Student Bar Association, the Moot Court and the Practice Court programs.

21. What recent institutional studies or other evidence, exclusive of routine reports and the present self-evaluation, can be cited to demonstrate that the faculty and staff are concerned with the broad educational problems of the institution?

There have been no institutional studies. There is no "other evidence" that the faculty and staff are concerned with the broad educational problems of the institution other than the fact that they are continually being discussed by the faculty; that we discuss these problems with other law teachers; that we participate in the group discussions within the Association of American Law Schools; that we read practically everything published dealing with these problems.

22. What provisions are made to ensure good internal communications between and among trustees, administrative officers, and faculty members? How effective are they?

As to trustees, they receive the reports of the Dean, minutes of Executive Committee meetings, copies of the auditor's report and the custodian's report, and copies of the minutes of meetings of the Board. While any faculty member may discuss any matter with a trustee, our accepted procedure is that faculty matters for the Board go through the Dean.

We have a Committee on Education consisting of trustees, the Dean, and one or more faculty members designated by the Dean, which acts as a clearing house for the discussion and formulation of proposals to be submitted to the Executive Committee or to the Board, and considers at the first stage faculty appointments. This Committee meets at the call of the Dean.

Full-time faculty members and administrative officers are a closely contained group within the law school building, and internal communication is by word of mouth, by the inside telephone system, or by communication placed in the mail boxes.

The faculty receives all copies of the reports of the Dean and other data of interest to them.

We believe our communication system is effective and adequate.

23. How do you assure yourselves that the responsibilities assigned to each administrative officer are clearly defined and generally understood, do not overlap, are supported by appropriate delegation of authority, and as a whole provide satisfactory management for the institution?

The school offices are under the supervision of the Registrar. Problems of administrative authority in that office are determined by the Registrar. The authority of the Registrar is defined by the Dean.

Our organization is small and simple, and does not require detailed charts or instructions for the routine administrative work.

We assume, in the absence of complications or complaints, that those dealing with administration know what they are supposed to do, and are doing it.

24. What is your policy with respect to:

a) Freedom of teaching?

Every member of the faculty has complete freedom in the selection of materials, method of teaching and examining, and of expression. The only limitation is to prevent duplication and

over-lapping, and this is determined by agreement between the two or more instructors whose courses touch upon the same subject matter, or by faculty discussion and agreement.

b) Rank and promotion?

A school of this size does not have the gradations in rank of a larger institution. Our full-time faculty members are appointed as professors. A few of the part-time men, because of their length of service, are designated associate professors. One part-time man, the senior member of the faculty, is designated professor. The other part-time members are termed lecturers or special lecturers. We have no rule by which after a given period a member moves from one grade to another. When rank is changed it is done by the Executive Committee or the Board, upon recommendation of the Dean, on an individual basis.

c) Tenure?

Full-time faculty members are appointed provisionally for two years. Upon entering the third year, they are on tenure. As to part-time faculty members, it is assumed they will continue from year to year while their services are satisfactory and they are willing to teach, and their course or courses are part of the curriculum. While they serve at the pleasure of the Dean and the Trustees, in practical operation their appointment is more or less permanent. We do not change the part-time personnel unless it is deemed necessary to do so and then, in nearly every case, because of curriculum changes, death or resignation.

d) Retirement?

Our retirement plan is with the Teachers Insurance and Annuity Association; the School contributes eight per cent and the individual seven per cent. All full-time faculty members and employees of the School are required to become part of the plan from the date of employment. In addition, the School has qualified under O.A.S.I., and that is added to the benefits from the retirement plan. Retirement age is sixty-five, but it is not mandatory. At that time, appointment is from year to year, governed by the mental and physical condition of the appointee.

e) Group insurance?

We have no group insurance plan, other than the Blue Cross Plan. Life insurance is the responsibility of the individual. We recommend consideration be given to the life insurance offered by T.I.A.A. and some faculty members have geared their life insurance program to their retirement contract.

f) Leave of absence?

We do not have a plan or policy as to leave of absence. We have arranged for leave of absence for graduate work, and for work with a state commission, and we would do so again. Our faculty size does not permit of regular leave of absence at fixed periods, desirable as that might be.

g) Sick leave?

When illness interrupts a faculty or staff member's work, we arrange to have it done by others, when necessary, and continue the person on sick leave at full pay. We have no rule as to maximum time of sick leave. Our cases of this nature have been few, and they are handled on a case by case basis.

h) Research?

We do not have a research program. Individual members of the faculty engage in research for various boards, commissions and agencies, as their interests, skills and available time permit. They also write for legal periodicals and the law publishing houses, and the legal profession generally. The School's policy is to permit the faculty member to determine for himself what he wishes to do in this field.

i) Funds for attending scholarly and professional meetings?

Our budget contains an adequate sum for attending professional meetings. Our policy is to defray fully the expenses of our faculty attending such meetings.

25. Student personnel services:

a) What do you consider your institution's responsibilities to its students to be in the area of student personnel services?

Faculty and students are in a close relationship. We consider it our obligation to afford an "open door" to all students, for counselling, advice and other aid in problems, whether related to school work, family, or of any nature which affects them personally.

Assistance is given in obtaining living quarters; an orientation program is conducted by the Student Bar Association for first year students at the opening of the school year; the School office cashes students' checks without charge; mimeograph service is furnished the Student Bar Association and the classes in their program work; and the aid of the Faculty and School in arranging student meetings is always available.

b) How well is each of these responsibilities consummated?

We assume our services are satisfactory. The students do not hesitate to consult with the Faculty about their problems or their organizational work.

c) How do these services contribute to the achievement of your institutional objectives?

We are training young people for the legal profession. They may learn by such conferences and meetings the techniques lawyers use in the solution of a problem.

26. Not applicable.

27. Catalog:

a) What is the purpose of your catalog?

To give all pertinent information to prospective students, enrolled students and other educational institutions, and any other interested person, agency or organization.

b) In what particulars fo you consider it serves this purpose well?

Without it we would be faced with correspondence impossible to handle.

c) When was it last thoroughly reviewed and revised in content and format?

It is reviewed every year. The format was changed in 1953.

d) What is your practice as to listing courses which are not currently offered?

All courses listed are offered. Some elective courses are given in alternate years, and are so designated.

RESOURCES

Library

28. Background data:

a) Number of volumes, exclusive of pamphlets and public documents.

52,234.

b) Number of titles accessioned and discarded during each of the past five years.

	1955-56	1954-55	1953-54	1952-53	1951-52
Accessioned	778	2,356	3,000	3,861	1,880
Discarded	0	0	2	4	0

c) Number (not name) of periodicals currently received by major subject divisions.

134 legal periodicals; 4 newspapers.

d) Seating capacity.

261.

e) Expenditures during each of the past five years for each of the following:

	1955-56	1954-55	1953-54	1952-53	1951-52
Salaries	$ 4,443.	$ 4,600.	$ 4,400.	$ 4,100.	$ 3,900.
(Students)	2,665.	2,280.	1,990.	1,990.	1,880.
Books	10,148.	19,071.	15,219.	14,697.	12,062.
Periodicals and Subscriptions	6,538.	4,918.	4,322.	4,121.	3,343.
Binding	830.	553.	1,115.	76.	2,507.
Supplies, etc.	300.	1,073.	934.	198.	376.
Total	24,924.	32,495.	27,980.	25,182.	24,068.
% to educational expenditures	15.45	21.81	20.70	19.57	18.69

In addition to the above we had capital outlays for the library, for additional stacks and new lighting equipment, in the following years and amounts:

1955-56: $13,845.; 1953-54: $109.75.; 1952-53: $852; 1951-52: $881.

f) Average number of outside loans to students last year.

None. Certain texts are permitted to be taken out over night. These are not considered outside loans.

g) Average number of outside loans to faculty members last year.

Approximately 200. Every full-time faculty member has a private law library. There is also a good working library for the faculty.

h) Number of hours the library is open each week.

Eighty-three.

i) Number of hours professional reference service is provided.

Eighty-three.

j) An organizational chart of the library, showing the responsibilities and the amount of professional and clerical time assigned to each unit.

Single unit library. Librarian and four student assistants. When required, additional clerical or typing assistance is engaged.

29. What do the institution's stated objectives imply as to the characteristics and functions of the library?

That it will have and maintain an adequate library for students and staff with materials in every branch of the law covered by its curriculum.

30. What is the institution's concept of the place of the library, educationally and administratively, in its program and organization?

An adequate library is absolutely necessary for a law school; so necessary that minimum standards as to size, expenditures and seating capacity are established by the American Bar Association and the Association of American Law Schools. Our library, as to size and cost, greatly exceeds these standards and we have what we believe to be and have been informed by competent people is one of the best small law school libraries in the country.

31. What are the specific policies and objectives of the library in regard to:

a) Its basic book collection?

We have complete coverage of the United States courts; all the courts of New York; courts of last resort of the other states and of England and Canada; statutes of the United States and the states; the principal law reviews of the United States, England and Canada; encyclopedias, digests, case finders; annotated and collected cases, etc.; departmental reports of New York and the United States; and a comprehensive text collection.

b) Acquisition of current publications?

We purchase all current reports and statutes to keep above described materials up-to-date, and purchase each year other materials.

c) Reference and bibliographical service?

We have a large reference section of texts, annotated statutes, and law reviews and professional publications, which is kept up-to-date and increased each year.

d) Special collections?

These are limited and we do not emphasize this part of our library. We do have a collection of the briefs and records of the last Associate Justice of the United States Supreme Court, Robert H. Jackson, assembled when he was Solicitor-General. We also have, and will continue to add to a large number of briefs and records received from the State Reporter, of cases in the Court of Appeals and the Appellate Division of the Supreme Court, which we are going to catalog and arrange for our Practice Court program and the Legal Writing and Brief-Writing courses.

32. How, when, and by whom were these policies and objectives developed and adopted?

Library policies are formulated in the main by the Dean and the Librarian. Materials for particular courses or subjects are determined by the instructor and the Librarian. These determinations are made from time to time as occasion arises.

33. On what basis are library funds allocated among the subject areas?

We do not attempt to allocate library funds among subject areas, our concern being with our over-all expenditures.

34. What provision is made for purchasing books and periodicals of a general nature or of importance to more than one department?

It would seem this is not applicable to a single purpose library.

35. What program has the library staff and the faculty for teaching students to use the collections and stimulating their use? What evidence have you of its success?

At the outset of the first year the Legal Bibliography course is given by the Librarian. This consists of a few general lectures, practice exercises in the library in small groups, and visual aids. At the same time the Legal Writing course starts, in which instruction is given in the method and manner of briefing cases, with written exercises submitted. Following this is a set of lectures on Brief-Writing, with the use of examples. All of these require the student to familiarize himself with every part of the library.

We have no "evidence" of its success, except as we observe the skills which students develop and, particularly, the manner in which materials are handled and referred to by members of the Law Review. We follow accepted methods used by approved schools, with changes and adaptations almost every year to increase the effectiveness of this part of the curriculum.

36. How, and how effectively, do the librarians and the instructional staff work together in developing resources to support the teaching program?

Members of the instructional staff who desire materials for their courses not in the library request the librarian to obtain them. This is invariably done. If the course is a new one, the librarian and the instructor go over all the published material to determine what shall be purchased which is not in the library. The librarian keeps a file on new publications and brings them to the attention of the Dean and of the instructor, when the publication is in his teaching field.

37. What is the faculty status of the librarians? How active are they in the faculty?

Our librarian has full faculty status and participates in all faculty meetings and discussions, and votes upon all matters requiring a vote.

38. What are the functions, authority, and responsibility of the faculty library committee? How is it selected? How active and effective is it?

We have no such committee. The Dean and the Librarian determine the principal purchases and policies. On certain matters faculty opinion and advice is obtained. The librarian consults with the Dean whenever desired. The "committee" gives continuous attention to the library.

40. Are there specific plans for increasing the library's effectiveness?

Yes, but they are, curiously, somewhat in reverse. Since 1946 we have expended large sums upon the library, exhausted our shelf space twice with required physical enlargement and re-arrangement, and we have now "levelled off" to what we expect to be a steady rate of growth, both in size and in cost.

Finance and facilities:

41. Background data:

a) Chart of the administrative relationships of the finance, business, and plant personnel.

Finance. Tuition and fees are received in the Registrar's office. Investment supervision is in the Executive Committee or the Board.

Business. The Dean, the Registrar, or both. Major contracts are approved by the Executive Committee, or approved by the Board by the adoption of the budget.

Plant Personnel. A building superintendent and an assistant. Their supplies are ordered through the Registrar's office.

b) Operating statement and balance sheet for the past fiscal year.

See Appendix B.

c) Budget summary for the past fiscal year, comparable, in amount of detail, to those customarily prepared for boards of trustees, and a similar budget summary for the current year.

For prior years no budgets are available. We operated upon general estimates made by the Dean at the beginning of the year, which were not broken down, except orally in discussions with the Executive Committee or the Board. See current budget, Appendix C.

d) Nature and amount of indebtedness; how incurred; provisions for amortization.

The School has no indebtedness, except current accounts payable, which are audited and paid monthly.

e) Annual and accumulated surplus or deficit at the end of each of the past five fiscal years.

	1955-56	1954-55	1953-54
Annual Surplus*	$25,157.12	$23,693.33	$ 5,823.94
Accumulated Surplus	-2,957.27	3,936.93	6,900.90
Transfers:			
Plant Fund	26,751.55	26,657.30	17,239.20
Endowment Fund	5,299.77	0.	0.

	1952-53	1951-52	1950-51
Annual Surplus*	$21,847.38	$25,560.11	$33,457.11
Accumulated Surplus	22,585.63	22,216.30	43,491.67
Transfers:			
Plant Fund	21,478.05	21,043.38	24,965.48
Endowment Fund	0.	25,792.10	64,500.00

*Includes operating profit or loss, unrestricted endowment income, surplus from restricted endowment fund.

42. What specific responsibility does the governing board assume in regard to the acquisition, conservation, and development of resources for the institution? In what ways has the board discharged this responsibility?

The Trustees are directly responsible for the financial well-being of the School; the Board or the Executive Committee makes all investments and through investment counsel gives continuous attention to the investment portfolio; the Board or the Executive Committee examines and approves all major contracts for the care, improvement and preservation of the physical plant.

There is full realization by the members of the Board of their status and duties as trustees. As all members of the board are lawyers, except the Chancellor, they are peculiarly sensitive to the functions and duties of trustees. Their good offices are always available, by direct efforts, for enhancing the resources of the School. The Board does not hesitate to appropriate or to authorize the sums required for the continued improvement of the School.

There has not been a campaign for funds since the construction of the present building was projected. Present discussions are toward the establishment of scholarship funds by the Alumni Association, which will require the participation and cooperation of the Board.

43. In what respects is the institution's consummation of its objectives seriously impeded by lack of resources, facilities, or equipment?

We do not believe we are seriously impeded in any of these aspects. There are things which we desire and which we hope will materialize in the future; a dormitory, endowed teaching chairs or increased endowment allocated to instructional salaries, and increased scholarships. With constantly increasing operating costs, endowment income for instructional purposes would permit us to maintain faculty salaries and at the same time keep the tuition rate stabilized.

44. What plans have you for meeting these problems? What progress has been made in putting the plans into effect?

As to scholarships, our Alumni are interested in establishing tuition scholarships on a regional or area basis. One fund has been set up in the Rochester area; another is being organized in Vermont; other regional groups are working with the School administration toward the same objective. A general scholarship from the Alumni is to be solicited in memory of two former deans, J. Newton Fiero and Harold D. Alexander.

Discussions have been had concerning a dormitory for the professional students in Albany; law, medicine and pharmacy. Such a project is rather complex because the three institutions are independent of each other. There is continuing interest, and it may be said that the difficulties are not insurmountable. Inquiry has been made into the possibility of federal financing, and inquiry is to be made of the New York Dormitory Authority, which is empowered to finance dormitories for private institutions in the State.

Increased endowment funds have been a matter of general discussion, but there have been no definite plans formulated.

45. Expenditure trends:

a) What significant trends do you find in your proportionate expenditures for such major divisions as administration, instruction, research, plant and auxiliary enterprises?

The principal increases in our operating costs have been for instructional services and the library.

b) How do the faculty, the administration, and the trustees view these distributions?

They have been expected; they have been met; and it is our general view that our costs will continue to increase.

46. What significant additions have been made to endowment, plant, and equipment in the last five years?

Endowment funds have increased by accumulated surplus and increased market values of investments.

As to plant and equipment, we have installed fluorescent lighting in the classrooms, library, court room and hallways; greatly increased the shelf space in the library, both reading room and reference room; converted the heating plant from coal to oil; by alterations obtained another office and another seminar room.

47. What significant changes have been made in faculty salaries in the past five years?

Over five years ago the Dean submitted a proposal as to the size of the faculty and salaries, projected over a ten year period. These proposals are culminating. Faculty salaries have been increased each year since the end of the war. Compensation for part-time faculty members has also been increased. During the past eight years the salary scale has increased fifty per cent, by annual adjustments.

48. What are your policies as to:

a) Accounting and auditing procedures?

The School employs an independent auditor who audits all accounts and submits to the Dean and the Board a full report at the end of the fiscal year. Interim audits of some accounts are also made.

b) Determination of adequacy of insurance?

All insurance policies are approved by one of the large insurance firms in Albany, which firm also has periodic surveys made by insurance company field men.

c) Purchasing procedures and control of expenditures?

Office, school and building supplies are ordered through the Registrar's office.

Purchases of non-recurring type and those involving substantial sums are approved by the Dean.

Routine library purchases are made by the Librarian. Large purchases are made after approval by the Dean and the Librarian.

Quarterly reports of operations, with comparison with budget figures, are prepared.

Accounts are audited monthly and a report signed by the Dean, Registrar, Treasurer and President.

d) Investment procedures?

A local bank is custodian of the securities and funds of the School, by contract. The President of the Board is immediately in charge of investment procedures and acts through the Executive Committee.

e) Plant maintenance and rehabilitation?

Routine matters are handled by the Building Superintendent and some matters by him and the Dean.

Where substantial sums are involved, estimates and proposals are obtained by the Dean and submitted to the Executive Committee for approval.

49. When, how and by whom is the budget drawn up and approved?

The budget is prepared by the Dean, after consultation with the Librarian, Registrar and Building Superintendent. It is submitted to the Executive Committee in the spring, and when approved, copies are mailed to all Trustees in advance of the annual meeting. Final approval is made by the Board.

50. Financial aid to students:

a) Is there a clear discription in your catalog of the financial aid available to students, and of the precise terms under which it is granted?

Yes. But financial aid for needy students is not particularly described, either as to amount or need. These are grants according to need and vary with the individual.

b) How much of each kind of financial assistance (scholarships, grants-in-aid, loans, reduction in fees, free or special meals for athletes, etc.) was given to students last year?

Earned scholarships	$1,740.
Librarian assistants	2,950.
Outright grants	7,215.

c) Have there been any changes in policy or practice in these matters in the past five years?

Only as to amount of funds available for distribution, which has increased.

d) To what extent are these funds derived from endowment, from current funds, and from other sources?

Earned scholarships may be said to come from current funds, $1,740., and from endowed funds, $4,450. The Alumni Fund scholarships are from current receipts of the Alumni Association, or a regional Alumni Association, $3,065.

e) What officers or agencies award and notify recipients of scholarships, grants-in-aid, remission of fees, and similar direct financial benefits for undergraduates? Are there any exceptions?

The Registrar notifies in all cases. As to awarding, see (f).

f) Is the economic need of the student equally a factor in all grants? If not, how do you justify the exceptions? How do you determine economic need?

Earned tuition scholarships go automatically according to class standing, to the top three in each of the two lower classes.

Librarian appointment are based upon need for work and estimated ability.

As to economic need to qualify for an outright grant, the student completes a questionnaire, is interviewed by a member of the faculty, and his application passed upon at a faculty meeting. In a few cases, usually during the summer for an entering student, when a faculty meeting may not be had, a grant may be made by the Dean.

g) Are there exceptions to any of the foregoing in the case of athletes?

We have no athletes, in this sense.

51. Student employment:

a) What officers or agencies control student employment?

b) Is economic need a factor in assigning all student employment?

c) What principles govern the amount of service expected in student employment?

d) How do you check up on performance?

e) Are there exceptions to any of the foregoing in the case of athletes?

Our only students employed regularly are in the Library. They are appointed by the Librarian and work directly under the daily supervision of the librarian.

Two or three students may be employed in the cafeteria, but they are under the control of the operator of the cafeteria.

We may occasionally employ one or more students for extra work, during the school year or in the summer, on an hourly basis, but they are only casual employees.

52. What is your order of priority for:

a) The use of additional operating funds?

Salaries; increase in size of full-time faculty.

b) The use of new capital funds?

Installation of an elevator; endowed teaching chairs; dormitory.

53. If this self-evaluation is in preparation for a Middle States visit, summarize briefly the process by which the responses to the questionnaire was prepared, noting especially the extent to which, and the part with which, the faculty as a whole was concerned.

Prepared in the first instance by the Dean, with statistical data from the Registrar and the Librarian. It was then submitted to the full-time faculty, who reviewed it independently of the Dean. The revised draft was mimeographed and mailed or delivered to the entire faculty, full-time and part-time, and to every member of the Board of Trustees. It was considered and approved, with some suggestions, by the Executive Committee of the Board of Trustees. Comments and other suggestions came from the faculty. The final draft was then prepared.

PART B

PURPOSES AND OBJECTIVES

5. What are your principal constituences? Are your objectives realistically designed for them?

The great majority of our students come from up-state New York. A few are from the metropolitan area and Long Island, and a few from Vermont, western Massachusetts or Pennsylvania. Our curriculum is designed for general training in the law and for practice in New York State.

PROGRAM

9. Background data:

a) List of curriculums, concentrations, or majors, with note as to whether each is a full time day program, evening or summer program, and degrees conferred through each.

Ours is a full-time day program, leading to the degree of Bachelor of Laws.

b) Student enrolment in each year of each undergraduate curriculum, total enrolment in each graduate curriculum, and number of degrees conferred last year through each curriculum.

Law, undergraduate, (1955-56):

1st year: 110 2nd year: 84 3rd year: 63 Total: 257

Degrees conferred June, 1956: 62.

c) As to the faculty: a tabulation summarizing (i) distribution by academic ranks; for each rank (ii) highest earned degrees and (iii) minimum, median and maximum basic salaries, (iv) teaching loads by semester hours, (v) years employed in this school; for the faculty as a whole, teacher-student ratio, in full-time equivalents.

Professor - 8 - LL.M.

Associate Professor - 3 - LL.B.

Librarian-Instructor - 1 - LL.B.

Lecturers - 11 - LL.B.

Part-time faculty members are conpensated on an hourly basis. As to full-time faculty salaries:

Minimum: $4,500. Median: $8,600. Maximum: $15,000.

Teaching Loads: Full-time faculty, excluding librarian: Maximum 7, minimum 2 1/2, average 5.70.

Part-time faculty: Maximum 5, minimum 1, average 2.08.

Years employed in this School:

Clements	38 years
Hesson	21 years
Semerad	11 years
Andrews	9 years
Godfrey	9 years
Flynn	5 years
Maleson	2 years
Zweifel	1 year
Andros	32 years
Bergman	3 years
Casey, J. T.	2 years
Casey, J. J.	9 years
Crary	6 years
Davison	6 years
Ford	32 years
Glavin	2 years
Lochner	6 years
Lombardi	2 years
Pigors	6 years
Plowden-Wardlaw	2 years
Steiner	4 years
Sullivan	20 years

Teacher-student ratio: 1 to 22

d) Evidence as to the academic qualifications of your entering students, such as a distribution for the two most recent groups of averages or ranks in the institutions from which they entered and of scores on entrance tests or other standardized examinations.

Not applicable.

e) Statistical analysis of class and section size in the most recent year for which figures are available.

Required Courses

First Year		Second Year	
Introduction to Law	103	Evidence	82
Contracts	100	Procedure II	82
Torts	100	Unincorporated Ass'ns	80
Property	101	Equity	82
Criminal Law & Procedure	101	Constitutional Law	80
Procedure I	100	Security	80
Agency	98	Trusts	79
Domestic Relations	100	Future Interests	83
Legal Bibliography	101	Sales	83
Legal Writing	110	Administrative Law	81
Moot Court	103		

Required Courses		Elective Courses	
Third Year			
Bills and Notes	62	Banking Practice	7
Procedure III	61	Legal Drafting	21
Corporations	62	Real Property Practice	25
Insurance	62	Federal Practice	75
Taxation	62	Labor Law	11
Conflict of Laws	62	International Law	7
Creditors' Rights	62	Tax Problems	30
Landlord and Tenant	62	Criminal Trial Practice	50
Wills and Estates	62	Accounting	46
Legal Ethics	62	Patents and Trademarks	10
		Advocacy	30

f) Distribution of grades for one recent semester or year, by departments, excluding such activities courses as required physical education; and a summary for the whole school.

Note: The distribution of grades set out below covers all the required courses during the school year 1955-56. These are the grades from which the weighted averages are determined. Elective courses are omitted, as grades are not given in some of them, and, where given, are used only for the purpose of academic honors or in a borderline case.

The passing grade is 60. We require a weighted average of 65 or better. For the purpose of this questionnaire we have divided the grades as follows: Failure - below 60; Poor - 60-65; Fair - 66-76; Good - 77-84; Honors - 85 or better.

	Fail	Poor	Fair	Good	Honors
First Year					
Procedure I	11	19	44	18	8
Introduction to Law	7	27	54	15	0
Contracts	9	29	47	14	1
Property	18	33	38	11	1
Torts	7	22	38	20	13
Criminal Law	14	24	43	19	1
Agency	11	29	43	13	2
Domestic Relations	5	16	44	33	2
Second Year					
Administrative Law	0	13	51	14	3
Constitutional Law	1	18	43	16	2
Equity	3	28	31	17	3
Security	0	10	50	15	5
Procedure II	0	15	48	16	3
Evidence	5	21	30	11	10
Future Interests	10	16	37	13	7
Sales	3	27	38	12	3
Trusts	1	3	46	20	9
Unincorporated Ass'ns	5	19	40	14	2

	Fail	Poor	Fair	Good	Honors
Third Year					
Bills and Notes	0	19	38	5	0
Procedure III	0	18	26	15	2
Corporations	0	14	31	17	0
Insurance	0	17	33	7	3
Taxation	0	20	26	14	2
Conflict of Laws	0	10	30	17	5
Landlord and Tenant	0	6	26	25	5
Creditors Rights	0	7	43	12	0
Wills and Estates	0	7	34	18	3

Formal examinations are not given in these required courses: Legal Bibliography, Brief-Writing, Legal Writing, Moot Court, Legal Ethics.

g) Studies of student attrition, and the reasons for it.

Class of:	First Year	Second Year
1958	19	
1957	33	6
1956	12	6
1955	21	4
1954	21	14
1953	20	15

Failures result from poor pre-legal prepration, demonstrated by lack of ability to write; lack of application, mainly from disinterest; too much outside work, usually found to be unnecessary upon interview after academic failure. There are some, also, who just lack aptitude for legal study, despite the quality of pre-legal work. We are unable to break down academic failures by categories.

10. Admissions:

a) What basic principles govern your selection of students?

Minimum pre-legal study requirements; good conduct or character as evidenced by file material; apparent ability to study law; family situation and necessity for outside employment.

b) How do these principles relate to your stated objectives?

They bear directly upon the applicant's possibilities of doing satisfactory work in the School, of being able to find a place in the profession when he graduates, of being professionally competent and a respectable member of his community.

c) What are your announced requirements, both quantitative and qualitative, for admission to the entering class? Are there unannounced qualifications or additions to them?

Satisfactory completion of three-fourths of the requirements for a Bachelor's degree at an accredited college or university, with an average not below that required by the institution for graduation. They can be stated another way: Eligibility for admission to the fourth or senior year without condition. These are the standards of the American Bar Association, the Association of American Law Schools, and the Court of Appeals of New York.

As to unannounced qualifications, see (a) above. We do not like to take any considerable number of students from the metropolitan area. This is primarily an up-state school. There are four law schools in New York City; if we accept too many from that area, we are denying places to up-state applicants.

d) Is your student selection practice consistent with your theory and with your announced requirments for admission?

Yes.

e) What evidence have you (e.g., relation between entrance credentials and freshman grades, academic mortality studies, objective testing, etc.) that your student selection procedure accomplishes what it is designed to do?

It does not fully meet our desires, and probably never will. We should like our failures reduced to a minimum. A difficulty is the varying quality of work taken at undergraduate colleges and universities. The Law School Admission Test score is an aid in evaluating undergraduate work. We know of no method of testing for aptitude, interest, and willingness to work. There is a considerable area where "trial and error" is the only present method.

11. Under what circumstances do you control the size of classes and other instructional groups? On what principles?

Our first-year class is limited to an absolute maximum of 125. We take fewer each year. This is because of seating capacity. Some elective courses are limited in size by the instructor because the subject matter does not lend itself to effective teaching with a large group.

12. Curriculums:

a) Are your curriculums and course offerings consistent with your objectives as to (i) the kind and diversity of your general programs or majors? (ii) the nature and scope of the common elements of emphasis which appear in all the curriculums or majors? (iii) the range, nature, and availability of electives?

Our curriculum gives broad coverage to all the fundamental subjects and is substantially similar to the majority of the law schools in the country. Our electives offer the student work in special skills, in special fields, and work of an advanced nature in some areas.

b) Where does authority to establish and revise curriculums and academic requirements reside?

In the first instance with the faculty, as to curriculum. Revisions are approved generally by the Board.

As to academic requirements, this authority is solely in the faculty.

c) What agency is charged with continuous study of the curriculum? How active is it?

The faculty. Suggestions are frequently made. Curriculum matters are topics at most faculty meetings.

We are now considering a complete revision of our course in Patents, Trademarks and Copyrights. It is now a basic survey course of fifteen hours. Our proposal is to expand it considerably, give it in the evening, and offer it to senior engineering students from Union and Rensselaer Polytechnic Institute, and to personnel selected by General Electric Company, Alco Products, Allegheny-Ludlum Steel, and other industrial organizations interested. The course would continue as an elective for law students.

During the current school year 1956-57, we added an elective course in Local Taxation (Municipal, County, Town, etc.) to supplement the basic Tax course in which the emphasis is upon income, corporate, gift and estate taxes.

13. Grading:

a) Is your grade distribution appropriate to the ability of your students?

We believe it to be so. We sometimes have a problem with a part-time instructor whose grades are "out-of-line", much higher than the abilities of a class would indicate.

b) How recently has the faculty reviewed its policies and practices in respect to the evaluation of student academic achievement?

This is a matter for faculty consideration at the end of each school year when examination grades are reviewed.

c) How, and how successfully, do you maintain consistency among instructors, departments, etc., in these matters?

Every teacher who gives numerical grades presumably knows, because he is told at the beginning of his service, that a set of grades ought to scale out generally with a certain percentage of honor, fair, poor, and failing grades. It is not expected an instructor will adhere to any set formula. When grades get "out-of-line" the Dean talks with the instructor. If wide variations are persistent, a comparative table is prepared showing how an instructor is apparently out of step with the rest of the faculty. This usually results from the type of examination given.

14. Not applicable.

15. How are any special academic programs you offer, such as extension, evening, adult, and off-campus courses, related to and consistent with your objectives?

We offer courses in continuing legal education for the practicing bar, in conjunction with the Practising law Institute of New York. These are for the purpose of maintaining in our area a better informed and trained bar.

16. To what extent are your programs and activities which are not directly instructional, such as concerts, lectures, exhibits, research, museums, etc., related to your objectives?

These activities are always of a legal nature. Demonstration of arbitration proceedings; panel discussions of legal topics; talks and addresses to the students by lawyers and judges.

17. What is your evaluation of the adequacy of the library's resources to support each main aspect of the educational program, and of the research program, if there is one?

Our library is entirely adequate and it is our purpose to keep it so. Every instructor has wide discretion in obtaining materials for his course.

18. How do your academic counseling and advisory services fit into the overall programs of the institution?

In a professional school this activity is limited. General advice as to practice, placement, conduct, etc., is given the senior class. Personal counseling is given when requested by any student.

19. Faculty:

a) What implications have the institution's stated objectives as to the kind of faculty it needs - educational background, professional experience, diversity, personal attitudes and commitments, interest in teaching and in research, etc.?

Full-time faculty. We look for men who have had a sound legal education, have had some experience in the practice of the law, and who want to teach and make it a career. We do not look for men who have been mainly in one field. Our experience is that a sound teacher can teach effectively in practically every field. We expect a man to have the ability to write for professional reading.

Part-time faculty. These men are selected in the main because they are specialists in the fields they are asked to instruct. We desire men who deem it a mark of distinction in the profession to have been selected for our faculty.

b) How well does the present faculty match these qualifications?

We have a faculty which will stand comparison with the faculty of any law school of its size. Some are outstanding, none are mediocre.

c) How does the institution encourage and help faculty members to continue their professional growth?

We encourage our faculty to write in any field selected; to become active in the work of the Association of American Law Schools, the American Bar Association, the New York State Bar Association, and County Bar Associations. They do a great amount of committee work for the organized bar. They work in the field of statutory revision with the Law Revision Commission, the Judicial Conference (formerly the Judicial Council), the Temporary Commission on the Courts and the National Conference of Bar Examiners. They are engaged in legislative work for the New York State government. We encourage them to attend meetings and conferences, of law teachers, bar groups, American Law Institute, and other organizations.

d) What factors are contributing significantly to faculty morale?

They are treated as professional people, not employees, and are given all possible freedom in their teaching and professional work. They realize that the School's policy is to support financially to the best of its ability the two aspects which are the "heart" of a law school - faculty and library.

e) What policies and practices are of current concern to the faculty?

Our scholarship program; admission requirements to meet the rising population; improvement of pre-legal education.

20. What is your policy in regard to:

a) Teaching loads?

The standard of the Association of American Law Schools is that a faculty member should not teach more than an average of eight hours a week. Our maximum load is seven hours. The average, excluding the Dean and the Librarian, is slightly over six. We regard seven hours as a maximum.

b) Diversity within an instructor's teaching assignment?

Our faculty may use their judgment as to diversity within a teaching assignment as to materials, techniques, type of examination. They are free to experiment, if they wish.

c) The relevance of an instructor's teaching assignment to his own areas of special preparation and scholarly interests?

We use every effort to have a man teach those subjects in which he has had experience or has an interest. With a new man, this is not always possible. But as quickly as we can, we place a man in his selected field.

d) The allocation of administrative and other responsibilities to faculty members in addition to teaching?

These are kept at a minimum, and consist of faculty adviser to the Student Bar Association, the Law Review, and interviewing applicants for financial aid. In the absence of the Dean a faculty member may be asked to interview an applicant for admission. During the school year, the administrative work is done by the Dean and the school office. In the summer, faculty members assist with admissions.

e) Outside employment on the part of faculty members?

Our faculty are expected to devote substantially all of their time to school work. They may take some legal work, principally estate work, brief-writing, counselling. They are not expected to engage extensively or steadily in litigation. They may and do accept employment with the Law Revision Commission, and other state agencies, as researchers, consultants, and advisers.

21. Teaching:

a) How, specifically, do you ascertain the effectiveness of the individual instructor's teaching?

If what is meant by specifically is a monitoring or overseeing system, the answer is we do not. Ineffectiveness on the part of a teacher would be known to the Dean and to the faculty, from several sources: In an aggravated case, the Officers of the Student Bar Association will present the matter to the Dean; students will inform other teachers; our graduates will not hesitate to tell us.

b) How does the institution help and encourage faculty members to evaluate and improve their effectiveness as teachers?

A competent teacher can determine his effectiveness by class response and by what is returned to him in the blue books. We discuss methods and techniques. Our faculty discuss methods and techniques with teachers in other law schools. We are informed as to all published teaching materials in every subject in the curriculum. If we are ineffective, the results will quickly become apparent upon the state examinations.

c) To what extent are you using teaching effectiveness as a determinant in promotion, salary increases, and other forms of recognition?

As to annual increments our faculty are treated in the same general manner, dollar-wise, until the maximum is reached. We do consider a man's effectiveness as a public representative of the School. Our determination of effectiveness is more centered during the first two years, before a man goes on tenure.

Part-time faculty members are recognized, not in a monetary way, by being designated as Associate Professor, after some years of teaching.

d) How successfully and generally do your methods of instruction encourage individual study and response on the part of the students?

The very nature of law study requires individual work. Our instructional or class-room system is built upon student response - questions and answers, a running discussion. Lecture work is reduced to the point where it is only used for explanatory purposes, or in covering quickly relatively minor aspects of a subject.

e) What contacts do the faculty members have with the students, for instruction and discussion, outside regular class meetings?

Our faculty doors are always open to a student for such purposes. If we are unable to see them at once, a fixed appointment is made. Faculty members may and do have informal groups for discussion purposes, and hold review sessions, which are voluntary for the students. Our policy is to accede to all such requests by students. Usually the requests come from class or Student Bar officers.

f) How does the faculty stimulate the use of the library?

The study of the law is impossible without daily library work. Our course in Legal Bibliography seeks to acquaint the entering student with the mechanics of a large law library. Our teaching materials have frequent reference to library methods.

g) How extensively and successfully are you using audio and visual aids?

The value of these in law teaching is limited. We use them in Legal Bibliography; we use diagrams, enlarged pictures, etc., in some courses; we use legal history films when available, such as the one used in our John Marshall Centennial program.

h) What advantages are you taking of local and regional resources and facilities as aids to teaching?

It is questionable if there are direct aids to teaching in such resources. Indirectly, our program is strengthened by the extensive system of courts sitting in Albany, by the State Legislature, the State Library, and by our seniors' participation in the programs of the Young Lawyers Section of the State Bar, by the Mock Senate in Albany each year, and, at times, of the Albany County Bar; and their receipt of the Lawyers Service Letter from the State Bar Association.

i) Have you any unusual, or unusually effective, instructional procedures or devices?

We use mimeograph materials in some courses, because of its flexibility. Our Moot Court and Practice Court programs are somewhat unusual in that they cover not only appellate court arguments but also the trials of issues of fact before a jury. However, these programs are found in other law schools.

22. What significance has your student attrition rate in evaluating the effectiveness of your total program?

We would like to have a lower attrition rate, particularly in the first year. But there is a general impression in the law school world that the quality of undergraduate training has deteriorated, and that emphasis should be placed there. We believe a higher percentage of top grade college graduates are going into other fields - medicine - engineering - business - because of the financial attractiveness, and that law schools generally are not receiving a sufficient number of applicants of top quality.

OUTCOMES

23. What standardized test results or other devices have you that your students are achieving your academic or professional aims for them?

There is no way of testing professional legal competence. Our only method of testing academi chievement is our own grading system.

24. What evidence have you of growth on the part of your students in the direction of your other objectives during their program of study?

Only by observation within and without the classroom.

25. What reasons have you for believing that your educational programs develop in your students the power to form independent judgment, to weigh values, and to understand fundamental theory?

By passing our examinations and by the fact that the great majority of them quickly assume the responsibilities of a professional person.

26. What test data or other evidence have you that your liberal or general educational objectives are being achieved?

None, as an objective matter.

27. What reasons have you for believing that your student personnel services help consummate your objectives?

The favorable reports from and the attitude of the officers of the Student Bar Association and other students.

28. What reasons have you for believing that your concerts, lectures, exhibits, field trips, and other special programs help consummate your objectives?

As all such activities are of a legal nature, they serve to round out the program and to enlarge the students' vision as to the problems and practices of the legal profession and the administration of justice.

29. What reasons have you for believing that your student government student activities, and athletic programs help consummate your objectives?

Our student government is organized along the lines of a Bar Association, under the plan of the American Bar Association, with which it is affiliated. Students learn the duties and responsibilities of work within a professional organization. The other activities are a few social events during the year, and addresses or talks by members of the bench and bar. All of these serve to broaden the students' view, to teach him things he must know and utilize for professional responsibility, and to make his three years at law school enjoyable.

30. What evidence have you that a reasonable proportion of your graduates continue their formal education, and of the quality and outcomes of their post-graduate work?

The question would appear to be inapplicable to a graduate school.

31. What evidence have you that the institution has achieved a measure of distinction in the characteristics or areas in which it particularly seeks it?

The only evidence we have is the general reputation of the school in the profession and in law school circles. That reputation is that it is a good small law school.

32. How, and how effectively, does your alumni program contribute to the realization of your objectives?

The Executive Committee of the Alumni Association works closely with the school administration. The alumni hold two general meetings a year; and several regional meetings. The Alumni Association underwrites the publication costs of the Law Review and allocates each year a substantial sum from its treasury for aid to needy students.

33. How do you draw on the experience of your graduates in evaluating and strengthening your program?

We have never conducted a so-called survey of our graduates. Many of our faculty are active in bar association work and are informed as to the thinking of the bar generally. Our part-time instructors are active practitioners and give us their advice and

suggestions. The regional meetings of the Alumni are a fruitful field for suggestions, advice and criticism. One of the main topics at a regional meeting is the school's instructional program. If it is remembered that a considerable part of our undergraduates are related to alumni, it may be realized that we have a rather closely knit school family, with the officers of the school having a wide and active acquaintance with the alumni. Graduates are liberal with their advice - favorable and otherwise. Several parts of our program are the direct results of alumni interest and suggestion.

APPENDICES

APPENDIX A.

BY-LAWS OF ALBANY LAW SCHOOL

(Adopted April 9, 1926)

Section 1. Meetings. The annual meeting of the Board shall be held on the day before Commencement in June and other meetings at the call of the President, at the School Building unless specially noticed for another place by the President.

Special meetings may be called by the President, or in his absence by the senior trustee, on written request of three trustees. Seniority shall be according to the order in which the trustees are named in the charter or subsequently elected.

Section 2. Notice of Meetings. Notice of the time and place of every meeting shall be mailed not less than five nor more than ten days before the meeting to the usual address of every trustee. Notice of a special meeting shall set forth the objects for which the meeting has been called.

Section 3. Quorum. A majority of the whole number of trustees shall be a quorum.

Section 4. Officers. The officers shall consist of a President, a Vice-President, a Secretary and a Treasurer. They shall be elected each year at the annual meeting and shall hold office for one year or until their successors are elected.

Section 5. President. The President shall be chairman of the Board, shall preside at all meetings of the Board and shall perform the duties that usually pertain to that office in addition to such other duties as may be provided by law.

Section 6. Vice-President. The Vice-President shall in the absence or disability of the President perform the duties of the office of President.

Section 7. Secretary. The Secretary shall keep a record of the proceedings of the Board and of the Executive Comittee, shall notify Trustees of meetings and perform all the duties usually incident to that office.

Section 8. Treasurer. The Treasurer shall have the care and custody of all securities and funds of the school and shall deposit such securities and cash, in the name of the Albany Law School in

such bank as the Board may determine, or in the absence of specific instructions, in such bank and on such terms as the Treasurer deems proper. He shall keep books of account and pay all bills bearing the audit of the auditing committee or the audit of a special committee of the Board, or of such other person as the Board shall specially designate to audit bills. He shall present at the annual meeting and at each regular meeting a full statement of his receipts and disbursements and at the annual meeting he shall present in addition a full report of funds and other property in his custody as of August 31st preceding, the last day of the school fiscal year. He shall perform the other duties that usually pertain to his office. He shall execute a bond to the Board in a penal sum fixed by the Board for all funds and other property in his custody, the premium of which bond shall be a charge against the School.

Section 9. Dean of the Faculty. The Dean of the Faculty shall be the executive officer of the School. He shall have the immediate care of the education and government of the students. He shall recommend to the Board or the Executive Committee, for appointment, all lecturers and other employees of the School. He shall arrange for and supervise the delivery of the courses of lectures, including the Hubbard Legal Ethics course, as established by the Board or the Executive Committee but modifications of the courses thus established shall be subject to the approval of the Board or the Executive Committee. As such executive officer of the School, he shall perform the other duties that usually pertain to that office.

Section 10. Committees. The President shall appoint at each annual meeting of the Board the following standing Committees: Executive Committee and Auditing Committee, and shall be ex-officio a member of all other committees.

Section 11. Executive Committee. The Executive Committee shall consist of the President, Vice-President, Secretary, Treasurer and the Chancellor of Union University, together with two other members of the Board, to be selected and appointed by the President. Four members of this Committee shall constitute a quorum for the transaction of business. The Secretary of the Board shall be the Secretary of the Executive Committee.

The duties of the Executive Committee shall be:

(a) In the intervals between meetings of the Board and to the extent provided by the by-laws and authorized by law, to exercise the powers of the Board in the immediate management of the School, including the necessary preservation and repair of the School buildings and the investment and reinvestment of the funds and securities of the school, and the appointment and fixing of the salaries of such officers and employees as they shall deem necessary, who shall hold their respective positions during the pleasure of the Board.

(b) To present in writing at meetings of the Board a report of all acts which they have performed in the management of the school and its properties.

Section 12. Audit Committee. The Audit Committee shall consist of the President, the Treasurer and the Dean of the School. It shall be the duty of this Committee to audit in writing all bills of the school before payment by the Treasurer. A majority of the Audit Committee may audit for the Committee. Under direction of the Executive Committee, the Audit Committee shall approve in writing the investment of surplus funds and the reinvestment thereof.

Section 13. Vacancies. All vacancies in the Board are to be filled by the Board and all vacancies in Committees shall be filled by the President. Whenever practicable a vacancy in the Board shall not be filled at the meeting at which such vacancy is announced, and whenever practicable names of candidates for the filling of such a vacancy shall be presented to the Board at least one meeting prior to the time when such vacancy is filled.

Section 14. Seal. The seal of the corporation shall consist of a circular die, bearing at the top the words "Union University" and at the bottom "Department of Law" and in the center the figure of Justice bearing scales and "Chartered 1851 and 1926."

Section 15. Amendments. Any by-law may be adopted, amended or repealed after a proposed change, substantially in the form adopted, shall have been offered in writing at the previous regular or special meeting and notice thereof given in the call for the meeting at which the same may be adopted. Any by-law may likewise be adopted, amended or repealed by unanimous vote of the Board at any regular meeting.

Section 16. Order of business. At each regular meeting and at each annual meeting the following shall be the order of business so far as the same is practicable and necessary:

1. Reading minutes of last meeting.
2. Report of Executive Committee.
3. Report of President.
4. Report of Treasurer.
5. Report of Dean.
6. Report of Special Committees.
7. Election of Trustees.
8. Election of Officers.
9. Miscellaneous business.

APPENDIX B

Albany Law School

OPERATING STATEMENT
Fiscal Year Ended August 31, 1956

Items		Amounts	
Income			
Tuition		$154,876.87	
Student Book Sales		8,570.45	
Book Store Sales		3,723.09	
Miscellaneous		653.00	
Total Income			$167,823.41
Expenses			
Instruction and Administration			
Salaries and Lecture Fees	$98,914.11		
Pension Payments	446.88		
Retirement Plan Payments	7,177.95		
Old Age & Survivors Insurance	1,076.31		
Commencement	3,280.34		
Mimeograph	1,597.17		
Student Book Purchases - Costs	7,305.91		
Book Store - Costs	3,576.85		
School and Office Supplies	582.37		
Prizes	2,107.50		
Student Activities	1,449.63		
Alumni Association	930.99		
Examination Proctors	540.00		
University Costs	1,759.00		
Travel, Meetings, Dues	2,531.52	$133,276.53	
Library			
Subscriptions	$ 6,538.39		
Binding, Repairs, Student Services	3,793.77	10,332.16	
Communications			
Postage	$ 548.09		
Printing	386.72		
Telephone and Telegraph	1,449.46	2,384.27	
Building and Grounds			
Heat	$ 3,506.53		
Insurance	1,133.45		
Light and Power	1,985.89		
Water Rents	72.89		
Repairs and Maintenance	5,792.45		
Supplies	569.16	13,060.37	
Miscellaneous			
Advertising-Newspaper	$ 128.80		
Auditing	395.00		
Cafeteria	159.10		
Bank Custodian Fee	534.48		
Miscellaneous	1,022.04	2,239.42	
Total Expenses			$161,292.75
Net Profit to Exhibit C			$ 6,530.66

Albany Law School

BALANCE SHEET

As at August 31, 1956

Assets	Amounts	
Current Fund Assets		
Cash: Dean's Account	$ 4,466.95	
Book Store Account	648.70	
Special	900.00	$ 6,015.65
Accounts Receivable - Students		1,587.80
Inventory - Book Store, Stock and Equipment		1,502.34
Total Current Fund Assets		$ 9,105.79
Endowment Fund Assets		
Unrestricted		
Cash	$ 34,431.99	
Securities (Market Value $552,457.70)	378,547.38	
Total Unrestricted		$ 412,979.37
Restricted - Income		
Cash	$ 6,026.41	
Securities (Market Value $62,884.35)	64,298.16	
Total Restricted		$ 70,324.57
Total Endowment Fund Assets		$ 483,303.94
Plant Fund Assets		
Land		$ 79,173.75
Building		485,281.01
Library		127,624.20
Furniture		84,501.25
Cafeteria		7,753.74
Total Plant Fund Assets		$ 784,333.95
Grand Total Assets		$1,276,743.68

Albany Law School

BALANCE SHEET

As at August 31, 1956

Liabilities, Funds and Surplus		Amounts
Current Fund Liabilities and Surplus		
Cash - Current - Overdraft		$ 127.32
Accounts Payable		4,180.74
Notes Payable		1,500.00
Accounts Receivable - Student - Credit Balance		270.00
Prepaid Tuition and Matriculation Fees		5,985.00
Current Fund Surplus - Exhibit C		- 2,957.27
Total Current Fund Liabilities and Surplus		$ 9,105.79
Endowment Funds and Surplus		
Unrestricted - Exhibit D		
Endowment Funds	$356,804.64	
Endowment Surplus	56,174.73	
Total Unrestricted		$ 412,979.37
Restricted Income - Exhibit D		
Endowment Funds	$ 70,315.43	
Endowment Surplus	9.14	
Total Restricted		$ 70,324.57
Total Endowment Funds and Surplus		$ 483,303.94
Plant Liabilities and Surplus		
Accounts Payable		None
Reserve for Depreciation - Furniture		$ 53,438.86
Reserve for Depreciation - Cafeteria		6,534.11
Plant Fund Capital and Surplus		724,360.98
Total Plant Fund Liabilities and Surplus		$ 784,333.95
Grand Total Liabilities, Funds and Surplus		$1,276,743.68

APPENDIX C

ALBANY LAW SCHOOL - BUDGET 1956-57

INCOME

Tuitions: 267 students		
120 First Year at $650.	$78,000.	
82 Second Year at $650.	53,300.	
65 Third Year at $550.	35,750.	$167,050.
Fees:		
120 Matriculation Fees at $10.	1,200.	
65 Graduation Fees at $10.	650.	
267 Lecture Note Fees at $20.	5,340.	7,190.
Student Book Sales, Gross		9,400.
Miscellaneous Income		500.
		$184,140.
Less estimated average student withdrawals during school year (twelve)	7,800.	
	$176,340.	
Unrestricted Investment Income, estimated	17,000.	
Total Estimated Income for Operations		$193,340.

COST OF OPERATIONS

Schedule A - Salaries, Retirement, Lecture Fees	$113,762.	
Schedule B - General Operating Costs	46,585.	
Schedule C - Capital Account	19,000.	
Schedule D - University Costs	1,767.	
Schedule E - Special Expense	2,500.	
Total Estimated Costs		$183,614.
Estimated Surplus		$ 9,726.

SCHEDULE A - Salaries, Retirement, Lecture Fees

Full-time Faculty	$75,800	
Staff	20,925	$ 96,720
Retirement (Teachers Insurance & Annuity)	7,737.	
Pension (Mrs. Ralph E. Rogers)	446	
Old Age & Survivors Insurance	1,099	
	9,282	
Less Alumni Ass'n payment	600	8.682
		105,402
Part-time Faculty (Lecture Fees)		8,360
		$113.762

SCHEDULE B - General Operating Costs

BUILDING AND GROUNDS		
Heat and Fuel	$ 3,150	
Insurance	1,500	
Light & Power	1,900	
Water Rents	100	
Repairs and Maintenance	5,000	
Supplies	700	
COMMUNICATION		
Postage	700	
Printing	800	
Telephone and Telegraph	1,200	
LIBRARY		
Subscriptions and Continuations	4,100	
Binding and Student Services	4,050	
INSTRUCTION AND ADMINISTRATION		
Commencement	3,310	
Mimeograph	1,600	
Student Book Purchases for Sale	8,300	
School and Office Supplies	1,000	
Scholarships and Prizes	2,660	
Student Activities	1,100	
Alumni Association Expenses	1,090	
Examination and Proctors	500	
Travel, Meetings, Dues, etc.	2,200	
MISCELLANEOUS		
Advertising-Newspaper	120	
Auditing	350	
Cafeteria	105	
Bank Custodian Fee	525	
Other Miscellaneous Items	525	
Total General Operating Costs		$ 46,585

SCHEDULE C - Capital Account

LIBRARY - new texts and sets	$ 9,000	
Furniture and Equipment	4,000	
Building.	6,000	$ 19,000

SCHEDULE D - University Costs

Chancellor's Salary contribution	1,500	
Student tax of $1 each for University account - inspection costs, Board of Governors, etc.	267.	$ 1,767

SCHEDULE E - Special Expenses

Estimated cost of publishing new Alumni Directory to include living alumni, with three sections: Classes; Alphabetical; Geographical. To be sold at $1 a copy	$ 2,500